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ABSTRACT

This report presents San Antonio College's (Texas) Student Support Program review, which is intended to ensure quality programs in four areas: Admissions, Assessment Center, Counseling, and Services for Special Populations and Student Activities. This report is divided into four parts: (1) introduction; (2) the program review process; (3) the service unit report; and (4) appendices. The introduction presents key definitions, purposes of a program review, scope of the program review process, scheduled five-year program review cycle, basic assumptions, and annual program review time line. The program review process provides an overview and details about the service unit committee, role of the unit coordinator/director, role of the dean, role of the executive vice president, role of the college program review committee, composition of the college program review committee, assessment forms, recommendations on program status, and role of the college president. The service unit report looks at the nature and format of the report, content of the report, service unit objectives, core elements (productivity, need, quality of services), and supporting documentation. Included at the end of this report in the appendices are the service unit report cover page, students served by program components, service trends, need demand checklist, quality of services, end of year report, budget transfer summary, unit plans, assessment and recommendation form, and final assessment and recommendation form. (VWC)

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ED 443 453

SAN ANTONIO COLLEGE

STUDENT SUPPORT PROGRAM REVIEW

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
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A College of the Alamo Community College District

Revised, 1998

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I. INTRODUCTION

In order to ensure effective and efficient delivery of the support services provided at San Antonio College, it is imperative that a system of continuous review and refinement of its program components be implemented. This review process provides a mechanism through which decisions regarding planning and resource allocations can be made equitably and fairly. It is toward this end that the following program review model of student support services has been developed. Though primarily formative in nature, this model does include some summative evaluation features.

The foundation of the review process is the refinement of services that have value to the students. This review is also linked directly to the Mission Statement of San Antonio College and is part of the overall planning process.

Mission Statement

San Antonio College--Responsive Education

Through Excellence, Accessibility and Diversity

San Antonio College is a public community College which provides for and supports the educational and lifelong learning needs of a multicultural community. As a leader in education, San Antonio College is committed to excellence in helping students reach their full potential by developing their academic competencies, critical thinking skills, communication proficiency, civil responsibility and global awareness.

.1 KEY DEFINITIONS

The following key definitions apply in the program review process:

a. SUPPORT SERVICES refers to a series of related activities to support educational programs, respond to student needs, and foster institutional development.

b. PROGRAM refers to any recognized series of related student support functions leading to the achievement of specified institutional goals.

c. SERVICE UNIT refers to a structural entity offering a specific or a series of related support functions which lead to specified student developmental outcomes.

d. CORE ELEMENTS refers to the primary criteria used to evaluate the quality of student support services rendered.

e. PROGRAM REVIEW refers to a planned, coordinated analysis of support services and programs for the purposes of curriculum review, improved academic standards, identification of resource needs, and assistance in faculty and staff development.

1.2 THE PURPOSES OF PROGRAM REVIEW

The purpose of the program review process is to determine to what extent predetermined objectives are realized. This Student Support Program Review process has been designed specifically to:

a. Establish a procedure that will systematically ensure quality programs.

b. Provide an equitable method for institutional resource allocation based upon identified need.

c. Assist service units in planning staff development activities.

d. Identify specific program needs to modify services as necessary for improvement and productivity.

e. Maximize utilization of resources in support of service unit goals.

1.3 THE SCOPE OF THE PROGRAM REVIEW PROCESS

The scope of this review process will include the following service units and their respective program areas.

1. Admissions and Records

2. Assessment Center

3. Counseling and Services for Special Populations
   - a. Counseling Center
   - b. Disabled Student Services
   - c. International Student Services
   - d. Job Placement
   - e. Perkins Project
   - f. Student Assistance Program
   - g. Student Development
   - h. Student Support Services Project
   - i. Veterans Affairs
   - j. Women's Center

4. Student Activities
   - a. College Health Center
   - b. Extracurricular Activities
   - c. Recreation Sports

1.4 SCHEDULED FIVE-YEAR PROGRAM REVIEW CYCLE

All service units/programs within the college must undergo program review every five years. This schedule will be followed in reviewing service units/programs:

1998-1999: Student Activities

1999-2000: Admissions and Records

2000-2001: Assessment

2001-2002: Counseling and Services for Special Populations

Service units/programs are required to complete an in-house End of the Year Report (Appendix 4.6) on an annual basis. This report should be submitted to the Deans.

1.5 BASIC ASSUMPTIONS

a. The key or core elements to be evaluated are pre-specified and are to be used consistently for all programs/departments being reviewed.

b. The Service Unit Program Review Committee may negotiate with the appropriate Dean for approval of additional elements.

c. No single element in the review process shall be used to make a decision concerning the service unit.

d. Data will be collected from multiple sources for the service unit program review.

e. The findings of the program review report, as well as pre-approved additional elements, will serve as the basis for the College Program Review Committee's recommendation on status.

f. The Coordinator/Director of the service unit being reviewed shall be present at the open hearing conducted by the College Program Review Committee.

g. The decision of the College Program Review Committee may be appealed.

1.6 ANNUAL PROGRAM REVIEW TIME LINE

The following time lines set forth the dates when various stages of the program review process should be completed. In the event that one of these dates falls on a weekend, the completion deadline will be the first working day following the set date.

DEADLINE DATE		ACTION
September 15	1.	The dean will notify the service unit program that is scheduled for review. The College Program Review Committee will forward one hard copy and one disk copy of the program review document to the Service Unit program under review.
October 1	2.	The Coordinator/Director will establish the Service Unit Program Review Committee and initiate a request for the computer-generated data necessary to respond to the core elements.
October 15	3.	The Executive Vice President, Dean, and Service Unit Committee negotiate approval of any additional criteria.
October 22	4.	The Service Unit Committee may request any additional data through the Coordinator/Director.
February 1	5.	The Service Unit Committee submits its completed report to the unit's Coordinator/Director.
February 7	6.	The unit's Coordinator/Director reviews the report, attaches a summary, and forwards one copy of the entire report and all supporting documentation to the Dean, one copy to the Executive Vice President, and three copies to the Chairperson of the College Program Review Committee.
February 14	7.	The Dean reviews the report, attaches an assessment form, and forwards the feedback form to the Executive Vice President, College Program Review Committee, and the Service Unit Committee.

February 21	8.	The Executive Vice President reviews the report, attaches an assessment form, and forwards the feedback form to the College Program Review Committee and the Service Unit Committee.
April 21	9.	The College Program Review Committee reviews the report and attaches its assessment form, providing feedback to the Service Unit Committee. The College Program Review Committee then conducts an open hearing, and revised the assessment form (as needed). All documentation will then be forwarded to the Executive Vice President.
May 7	10.	The Executive Vice President reviews the report, completes the final assessment form, provides recommendations and feedback to lower levels, confers with the Coordinator/Director of all programs assigned a probationary or conditional status, and communicates the results of the Program Review to the President.
May 31	11.	The Coordinator/Director will submit an implementation plan to the Dean. The Dean will monitor implementation of recommendations and report accomplishment annually to the College Program Review Committee.

2. THE PROGRAM REVIEW PROCESS

2.1 AN OVERVIEW

Since the review of a program is designed to incorporate assessment and evaluation from many perspectives, the process necessarily involves different levels. The following overview presents the key steps in the procedure.

Level One	SERVICE UNIT COMMITTEE	Prepares report with supporting documents
Level Two	COORDINATOR/DIRECTOR	Prepares and adds summary to the report
Level Three	DEAN	Reviews report and adds assessment form
Level Four	EXECUTIVE VICE PRESIDENT	Reviews report and adds assessment form
Level Five	COLLEGE PROGRAM REVIEW COMMITTEE	Reviews report and adds assessment form
Level Six	COLLEGE PROGRAM REVIEW COMMITTEE	Conducts a hearing with the Service Unit Committee
Level Seven	EXECUTIVE VICE PRESIDENT	Reviews report, adds final assessment form, and submits results to the President.

2.2 SERVICE UNIT COMMITTEE

As the first level, the Service Unit Committee provides the opportunity for the faculty and staff to engage in the self-evaluation of their own program. They can, accordingly, identify its strengths and weaknesses, and suggest pragmatic solutions to any specific problems.

The Coordinator/Director will establish the Service Unit's Committee by selecting members from the unit under review to serve on the Committee. Normally, the Committee shall consist of three members, excluding the unit Coordinator/Director. In cases where there are fewer than three full-time staff members in the unit, appointees may be from cognate units. In cases of extremely large service units, the Coordinator/Director may increase the size of the Service Unit Committee. The Coordinator/Director shall serve as an "ex officio" member of the Committee.

The functions of the Service Unit Committee are:

a. To gather and analyze data relative to the core elements.
b. To identify problems relative to the core elements and suggest solutions for the problems
c. To prepare five copies of the Service Unit's Program Review Report, including supporting documentation, to be delivered to the Unit Coordinator/Director.

2.3 THE ROLE OF THE SERVICE UNIT COORDINATOR/DIRECTOR*

While serving as a working "ex officio" member of the Service Unit Committee, the Coordinator/Director's primary responsibilities in the program review process include:

a. Acting as a resource person for the Committee.

b. Reviewing the Program Review report.

c. Writing a one page summary for the report.

d. Forwarding one copy of the entire report to the Dean, three copies to the College Program Review Committee, and one copy to the Executive Vice President.

e. Acting as the official unit representative before the College Program Review Committee when it convenes in an open hearing.

* If the unit does not have a Coordinator/Director, the Service Unit Committee will fulfill this function.

2.4 THE ROLE OF THE DEAN

The Dean reviews the program from the overall perspective of the particular sub-division. The Dean's specific duties include:

a. Notifying the service unit that it is scheduled for review.

b. Reviewing the report and all supporting documentation.

c. Verifying the Budget Transfer Summary information.

d. Preparing an assessment form and attaching it to the report.

e. Sending a copy of the assessment form back to the Service Unit Committee.

f. Forwarding a copy of the assessment form to the College Program Review Committee and the Executive Vice President.

2.5 THE ROLE OF THE EXECUTIVE VICE PRESIDENT

The Executive Vice President reviews a program from the perspective of the chief operating officer of the College. The Executive Vice President's specific duties include:

a. Reviewing the entire report, with all supporting documentation and the Dean's assessment.

b. Preparing an assessment form and attaching it to the report.

c. Forwarding the assessment form to the College Program Review Committee and the Service Unit Committee.

d. Reviewing the final document including the final College Program Review Committee report.

e. Conferring with the Coordinator/Director of any program assigned a "Probationary Status", and providing the latter an opportunity to concur, or not, with the final recommended status of the program.

f. Permitting the Coordinator/Director, if they do not concur, to write a Rejoinder.

g. Forwarding the results of the review process to the College President.

h. Notifying/scheduling open hearing with Dean, Service Unit, and College Program Review Committee

2.6 THE ROLE OF THE COLLEGE PROGRAM REVIEW COMMITTEE

The functions of the College Program Review Committee are:

a. To facilitate and monitor the various program review activities.

b. To serve as a resource for the various service units.

c. To ascertain compliance with guidelines and format prior to receiving the finished report. The College Program Review Committee has the authority to refer the report back to the Service Unit Committee for revision.

d. To review the program review report and all supporting documentation and be certain that assessment forms of all prior levels are attached. The program review process cannot continue without all assessment and recommendation forms.

e. To conduct an open hearing and arbitrate among possibly conflicting assessments of the Dean, the College Program Review Committee, and the Executive Vice President before reaching a final recommendation on a program's status.

f. To forward final recommendations to the Executive Vice President and provide feedback to the Deans and departments.

g. To provide a continuous evaluation of the Program Review process and documentation with the objective of updating and refining it as necessary.

2.7 THE COMPOSITION OF THE COLLEGE PROGRAM REVIEW COMMITTEE

The College Program Review Committee shall consist of five members who serve staggered terms. Its membership will be derived as follows:

a. The Faculty Senate shall appoint two faculty members. One each will be selected from the Arts and Sciences and the Occupational Technical Education divisions.

b. Each divisional dean shall appoint one member from their area.

c. The Executive Vice President shall appoint one member from Student Support Services to the Committee.

In the eventuality that a member of the Committee is also a member of the unit or program undergoing review, such a committee member should refrain from voting on the status of said program but may engage freely in all discussions.

2.8 THE ASSESSMENT FORMS

Levels three through seven in the review process each complete and attach an Assessment and Recommendation Form (see Appendix 4.9) to the report as it proceeds up the line. These forms are in two parts. The first part, the assessment, includes space for identifying the strengths and weaknesses of the program, suggested remedies and other comments.

The second part, the recommendation concerning status, is a series of check-off blocks. Each program undergoing review will be awarded one of three possible recommendations as to its status. A program may be granted satisfactory, conditional or probationary status. The various types of recommended status are explained in the next section.

The Final Assessment and Recommendation Form (see Appendix 4.10) of the College Executive Vice President differs from the others in that it contains check-off blocks so that the Coordinator/Director of a program may concur, or not, with the final recommendation regarding the status of a program. If the Coordinator/Director does not concur, then he/she may write a Rejoinder (similar to the instrument used in personnel performance evaluations).

2.9 RECOMMENDATIONS ON PROGRAM STATUS

Each program undergoing review will be assigned one of the following possible recommendations as to its status:

SATISFACTORY STATUS means there are no serious deficiencies in the program relative to the core elements.

CONDITIONAL STATUS will be assigned when a program is assessed as having one serious deficiency relative to the core elements.

PROBATIONARY STATUS will be assigned when a program is assessed as having two or more serious deficiencies relative to the core elements.

All programs assigned Probationary Status will be reviewed every other year, but not more than three times. If substantial improvement is not noted in its third program review, a program on Probationary Status may be recommended for termination at the end of that current year. All programs which have been in operation for less than three years will be assigned Probationary Status.

2.10 THE ROLE OF THE COLLEGE PRESIDENT

The President reviews a program from the perspective of the chief executive officer of the College. The President's specific responsibilities include:

a. Reviewing the final Program Review document.

b. Consulting with the Executive Vice President regarding the recommendations of the College Program Review Committee.

c. Providing feedback to the College Program Review Committee, Executive Vice President, Deans, and Coordinators/Directors as needed.

3. THE SERVICE UNIT REPORT

3.1 NATURE AND FORMAT OF THE REPORT

The Program Review Report actually consists of two parts: the report proper and the supporting documentation (Appendices). The supporting documentation may include tables, charts, graphs, summaries, and completed forms containing comprehensive data responding to the core elements described below (see Section 3.22). There is no limit on this section other than that determined by relevance to the core elements.

The report proper must summarize the outstanding accomplishments / characteristics, provide important data supplied in the Appendices, identify strengths and problems, and suggest possible remedies from the perspective of the program's faculty and staff. This part of the report is limited to 10 pages and must conform to the following format:

Cover Page	(Page 1)
Table of Contents	(Page 2)
Major Report Sections	
A. Summary	(Page 3)
B. Background Information	
C. Program Description	(Pages 4-10)
D. Results	
Appendices (documentation)	

The SUMMARY, limited to one page, is an abstract of the report. Highlights of the unit's program review process, such as major ffndings and recommendations, should be presented in a succinct manner. The unit Coordinator/Director shall write the summary.

The BACKGROUND INFORMATION section should discuss the origin and historical development, characteristics of the program, faculty, staff, and student involvement, and especially the goals and objectives of the program. This section is limited to one page.

The PROGRAM DESCRIPTION section should discuss in summarized form the data collected and identified as relevant to the prescribed core elements. The service unit report should address curriculum review, distance learning, any non-traditional course offerings, and the planned use of technology. This section is limited to four pages.

The RESULTS section should present findings in relation to the objectives of the program and core elements. Suggestions and recommendations by the staff should be summarized and substantiated. This section is limited to two pages.

The final report should be typed in narrative form and placed in three-ring binders. Eight copies of the report should be prepared and submitted as noted in Section 1.6 of this document.

3.2 CONTENT OF THE REPORT

The focal points of the report are the statement of the program's goals and objectives, and the analysis of the core elements relative to the program's objectives.

3.21 SERVICE UNIT OBJECTIVES

The goals and objectives of each unit for inclusion in the background information, will be presented to the Service Unit Committee by the unit's Coordinator/Director. They should be developed in collaboration with the educational mission and goals of the college. Care should be exercised in presenting the objectives of the program, since each service unit's objectives will be reviewed in relation to the prescribed core elements.

3.22 CORE ELEMENTS

The core elements are the focal issues of the review process and should be studied both individually and in relation to the goals and objectives of the service unit. Checklists and data forms for the prescribed core elements are provided in the Appendices. The prescribed core elements are listed and described below:

3.221 PRODUCTIVITY

Productivity factors relate to the effective utilization of the faculty/staff and include:

(1) Number of students served. (See Appendix 4.2)
(2) Quantity and variety of services provided.
(3) Size of Workforce.

3.222 NEED

Factors to be considered include:

(1) Service trends. (See Appendix 4.3)
(2) Request for services.
(3) Other data indicating the changing or continuous need of students for the program services. (See Appendix 4.4)

3.223 QUALITY OF SERVICES

Service quality factors to be reviewed should include:

(1) A review of evaluative instruments. (See Appendix 4.5)
(2) A review of external and internal audit reports. (as applicable to specific units)

3.3 SUPPORTING DOCUMENTATION

The Appendices contain numerous checklists and forms for the supporting documentation of the program review process. Service Unit Committees must use the prescribed format of these checklists and forms.

Service Units are invited to include any additional information or data which they feel is relevant. All such data should be presented in a succinct and graphic manner. The Service Units may select their own method of presenting additional data. It is recommended that additional data presented include performance measures for the Service Unit's goals and objectives, as well as a status report on its unit plan. If there are any questions concerning the relevancy of additional information, or the manner in which information can be best presented, contact the Dean or the Chair of the College Program Review Committee.

APPENDICES

APPENDIX 4.1 SERVICE UNIT REPORT COVER PAGE

PROGRAM REVIEW COMMITTEE REPORT

For

Name_____
Service Unit

submitted by

Service Unit Program Review Committee

_____ _____
(Member's Name) (Member's Name)

_____
(Committee Chair)

To

_____
Dean

_____
Executive Vice President

_____
Chair, College Program Review Committee

_____ _____
(starting date) (completion date)

APPENDIX 4.2

STUDENTS SERVED BY PROGRAM/SERVICE COMPONENT

Service Unit:_____

Program:_____

Program/ Service Component	Total Students Served									
	Fall					Spring				
	Day	Evening	Off-Campus	Weekend	Total	Day	Evening	Off-Campus	Weekend	Total

*Adaptation of this form may be necessary to accurately reflect the needs of each unit.

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APPENDIX 4.2 (Continued)

STUDENTS SERVED BY PROGRAM/SERVICE COMPONENT

Service Unit:_____

Program:_____

Program/ Service Component	Total Students Served									
	Summer					Annual				
	Day	Evening	Off-Campus	Weekend	Total	Day	Evening	Off-Campus	Weekend	Total

*Adaptation of this form may be necessary to accurately reflect the needs of each unit.

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TO BE PROVIDED BY SERVICE UNIT

APPENDIX 4.3

SERVICE TRENDS

Service Unit:_____

Program:_____

Annual Headcount of Services Provided for Past Five Years by Program/Service Component

Program/
Service
Component:

Years		500	1000	1500	2000	3000	4000	5000	6000	TOTAL STUDENTS
1										
2										
3										
4										
5										
1										
2										
3										
4										
5										
1										
2										
3										
4										
5										

*Adaptation of this form may be necessary to accurately reflect the needs of each Unit.

TO BE PROVIDED BY SERVICE UNIT

APPENDIX 4.4

SERVICE UNIT/PROGRAM

Need/Demand Checklist

1. Do available data such as student surveys and/or requests for services depict an overall continued need/demand for this/these program(s) and/or program/service component(s)? ( ) Yes ( ) No ( ) Other
Explain:_____

2. Do service trends show a continued need/demand for this/these program(s) and/or program/service component(s) during:
a. Evening? ( ) Yes ( ) No ( ) Other
Explain:_____

b. Off-campus? ( ) Yes ( ) No ( ) Other
Explain:_____

c. Weekend? ( ) Yes ( ) No ( ) Other
Explain:_____

3. Is/are the program(s) adequately meeting the educational support service needs of students in the areas concerned? ( ) Yes ( ) No ( ) Other
Explain:_____

4. How was the response to item No. 3 above determined?_____

5. Are the educational support services offered by this unit duplicated:

a. Within the unit? ( ) Yes ( ) No ( ) Other

b. Within the college? ( ) Yes ( ) No ( ) Other
Explain:_____

TO BE PROVIDED AT SERVICE UNIT'S OPTION

APPENDIX 4.5

SERVICE UNIT/PROGRAM

QUALITY OF SERVICES

.1 An evaluative instrument is available for the service(s) provided by the program:
( )Yes ( )No

.2 If yes, does the evaluative instrument rate the following:

A.	Workforce	( )Yes	( )No
B.	Services	( )Yes	( )No
C.	Facilities	( )Yes	( )No

.3 Briefly describe the process by which services are improved based on evaluative feedback received._____
_____
_____
_____
_____
_____
_____
_____

TO BE PROVIDED BY SERVICE UNIT

APPENDIX 4.6 SERVICE UNIT/PROGRAM

END OF THE YEAR REPORT

Service Unit:_____

Program:_____ Year:_____

1. Mission.

What are the goals and objectives of the unit and provide an explanation of how they relate to the Mission Statement of the College.

2. Productivity.

Number of students served:

	Fall	Spring	Summer
Day			
Evening			
Off-Campus			
Weekend			

3. Need.

Services Provided in the units	Total Headcount for past year
_____	_____
_____	_____
_____	_____

What is the current trend for major services in your unit?_____

_____

_____

_____

_____

4. Quality.

How is quality of workforce, services and facilities evaluated in your unit?_____

_____

_____

_____

_____

Please attach a copy of each evaluation form used in your unit.

TO BE PROVIDED BY SERVICE UNIT

APPENDIX 4.7 BUDGET TRANSFER SURVEY

Service Unit:_____ Account:_____
Program:_____

Part I.

Obj Code	Name	Budgeted Level of Service	Number of Budget Transfers During Year		Total Budget + or -	Adjusted Level of Service
			Internal	External		
10	Administration					
12	Professional					
14	Classified					
22	Faculty Instr.					
24	Faculty Instr. Sum.					
25	Faculty Non-Instr. Subtotal (10-25)					
26	Faculty Inst. P-T					
30	Temporary Salaries					
31	Work-Study					
32	Special Pay					
42	Consultants Subtotal (26-42)					
40	Travel					
46	General Expenses Subtotal (40-46)					
Total						

Part II.

1.4 If the monies for a budget decrease/increase were transferred from a budget outside service unit/program, please indicate source:_____
_____

1.5 Please give reason(s) for transfer(s) made:_____
_____
_____

TO BE PROVIDED AT SERVICE UNIT'S OPTION

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APPENDIX 4.8 UNIT PLANS

Please include current Unit Plan plus previous four unit plans if available:
It is understood that the format has varied over the years. Please provide what you have used in your programs.

TO BE PROVIDED BY UNIT

APPENDIX 4.9

ASSESSMENT AND RECOMMENDATION FORM

The Deans, Executive Vice President and the College Program Review Committee will each complete and attach the following assessment and recommendation form.

SERVICE UNIT_____

1. Strengths of Program:

2. Limitations of Program:

3. Suggested Remedies:

4. Other Comments:

5. Recommended Status of Program:

[ ] Approved [ ] Conditional [ ] Probationary

_____ _____

Name Date

_____

Title

APPENDIX 4.10

FINAL ASSESSMENT AND RECOMMENDATION FORM

The Executive Vice President will complete and attach the following assessment and recommendation form after reviewing the College Program Review Committee's recommendation.

SERVICE UNIT _____

1. Strengths of Program:

2. Limitations of Program:

3. Suggested Remedies:

4. Other Comments:

5. Recommended Status of Program:

[ ] Approved [ ] Conditional [ ] Probationary

_____ _____
Executive Vice President Date

Comments by Service Unit Coordinator/Director

[ ] I concur [ ] I concur with reservation [ ] I do not concur

_____ _____
Coordinator/Director Date